

OKATIE ELEMENTARY

53 Cherry Point Road
Okatie, SC 29910

GRADES PK-5 Elementary School

ENROLLMENT 430 Students

PRINCIPAL Jamie Pinckney 843-322-7700

SUPERINTENDENT Herman K. Gaither 843-322-2300

BOARD CHAIR Earl Campbell 843-322-2356

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	65	16	1	0

IMPROVEMENT RATING:

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	Average	Average	Yes

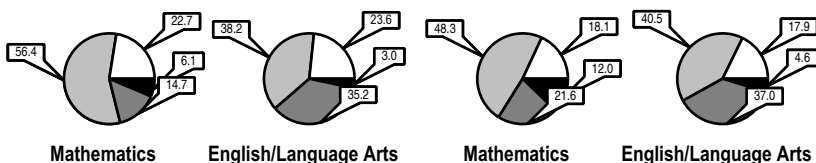
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

54.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	189	99.5	22.7	38.7	35.6	3.1	50.3	Yes	Yes
Gender									
Male	115	99.1	23.0	42.0	32.0	3.0	48.0		
Female	74	100.0	22.2	33.3	41.3	3.2	54.0		
Racial/Ethnic Group									
White	105	100.0	16.3	35.9	43.5	4.3	60.9	Yes	Yes
African-American	38	100.0	33.3	39.4	27.3	0.0	39.4	I/S	I/S
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	44	97.7	29.7	45.9	21.6	2.7	32.4	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	163	99.4	20.7	38.6	37.1	3.6	54.3		
Disabled	26	100.0	34.8	39.1	26.1	0.0	26.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	189	99.5	22.7	38.7	35.6	3.1	50.3		
English Proficiency									
Limited English Proficient	33	97.0	40.0	44.0	16.0	0.0	20.0	I/S	I/S
Non-Limited English Proficient	156	100.0	19.6	37.7	39.1	3.6	55.8		
Socio-Economic Status									
Subsidized meals	91	100.0	31.6	41.8	25.3	1.3	36.7	Yes	Yes
Full-pay meals	98	99.0	14.3	35.7	45.2	4.8	63.1		

Mathematics - State Performance Objective = 15.5%									
All Students	189	100.0	22.7	56.4	14.7	6.1	37.4	Yes	Yes
Gender									
Male	115	100.0	23.0	52.0	18.0	7.0	40.0		
Female	74	100.0	22.2	63.5	9.5	4.8	33.3		
Racial/Ethnic Group									
White	105	100.0	10.9	64.1	16.3	8.7	44.6	Yes	Yes
African-American	38	100.0	39.4	51.5	6.1	3.0	24.2	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	44	100.0	37.8	43.2	16.2	2.7	29.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	163	100.0	19.3	58.6	15.7	6.4	37.9		
Disabled	26	100.0	43.5	43.5	8.7	4.3	34.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	189	100.0	22.7	56.4	14.7	6.1	37.4		
English Proficiency									
Limited English Proficient	33	100.0	52.0	40.0	8.0	0.0	20.0	I/S	I/S
Non-Limited English Proficient	156	100.0	17.4	59.4	15.9	7.2	40.6		
Socio-Economic Status									
Subsidized meals	91	100.0	38.0	51.9	8.9	1.3	24.1	Yes	Yes
Full-pay meals	98	100.0	8.3	60.7	20.2	10.7	50.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	63	98.4	13.6	15.3	59.3	11.9	71.2
	Grade 4	56	100.0	19.2	55.8	25.0	N/A	25.0
	Grade 5	70	100.0	32.4	48.5	19.1	N/A	19.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	63	100.0	16.7	70.0	11.7	1.7	13.3
	Grade 4	56	100.0	25.0	42.3	28.8	3.8	32.7
	Grade 5	70	100.0	27.9	52.9	5.9	13.2	19.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 430)				
First graders who attended full-day kindergarten	98.7%	N/C	100.0%	100.0%
Retention rate	1.0%	N/A	2.9%	2.7%
Attendance rate	98.8%	N/A	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.9%		3.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.7%		2.8%	3.5%
Eligible for gifted and talented	16.1%	N/A	17.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.3%	N/A	8.3%	8.2%
Older than usual for grade	0.2%	N/A	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	38.2%	N/A	52.8%	51.4%
Continuing contract teachers	58.8%	N/A	90.2%	87.5%
Highly qualified teachers**	90.0%	N/A	94.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.9%	86.7%
Teacher attendance rate	96.2%	N/R	95.0%	94.9%
Average teacher salary	\$38,889	I/S	\$40,884	\$40,760
Prof. development days/teacher	21.1 days	N/R	11.6 days	12.4 days

School				
Principal's years at school	1.0	N/R	5.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	N/R	20.0 to 1	18.9 to 1
Prime instructional time	92.3%	N/R	90.3%	90.0%
Dollars spent per pupil*	N/A	N/A	\$5,673	\$6,044
Percent of expenditures for teacher salaries*	N/A	N/A	65.8%	65.9%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	90.0%	N/R	99.0%	99.0%
SACS accreditation	No	N/R	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.9%	92.0%
Highly qualified teachers in high poverty schools**	88.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Okatie Elementary, home of Okie the Owl, opened its doors for the first time in August of 2003. Because Okatie is located near the Okatie River in an area where the Okatie Indians once settled, we are able to capitalize on our location in a variety of ways. In 2003-04 our students had the opportunity to interact with their natural environment by planting a vegetable garden, installing an 'ecological water garden,' kayaking, experimenting with Indigo dye, and being responsible for the care of school pets. OES strives to integrate our school into the surrounding community as well as bring the community into Okatie. We have entered into partnerships with Friends of the River, Spring Island, and Swamp Girls Kayaking. The beauty of the school's location only adds to the excitement as we continue to enhance an engaging, inquiry based learning campus.

The staff at OES is committed to excellence and our goal is to educate all children in a safe, friendly, and supportive environment where each child's unique talents and abilities will be valued and respected. Because teachers are also learners, our teachers participated in Intel training, Spanish classes, Center for Academic Excellence Professional Development, and math curriculum workshops. Our staff prides themselves on supporting our school and students. Helen Goodman, teacher of the year, Diane Hobbs, paraprofessional of the year, and Jorja Scott, support staff of the year, are three such examples of our involved employees. Readers are leaders and OES is focused on providing multiple, independent, leveled reading opportunities and strategic instruction to improve our students' reading ability. Our staff, SIC and newly hired Literacy Coach, have developed an independent reading incentive program called W.H.O.O.S. Reading comprised of leveled, high interest stories that will help build students' fluency and instill a thirst for literature. Students at OES who find themselves in need of additional assistance can attend Endeavor, our after school tutoring program, or Project Launch, our academic intersession program. At Okatie, we will "measure success one child at a time."

In order to be productive in the future, we will continue to build on the solid base we have created during our first year. At the beginning of this year 99.5% of our families voted to be a uniform school. In July 2004 OES will change to a Year-Round calendar. Our "science and technology" platform is evident through our extensive web page and devotion to creating a fully functional science lab along with adding a full time science teacher. The SIC wrote the overall 5 year school renewal plan but will finalize it by adding our first PACT scores this summer. Our PTO sponsored successful fund-raisers and community events.

2003-2004 was a great year filled with new experiences for OES from the first day of school to the Fifth Grade and Kindergarten Advancement ceremonies on the last day of school. We are looking forward to building on these experiences and using the experience we have gained from our inaugural year to further promote community involvement, extracurricular activities, real life learning, and most importantly, student achievement.

Jamie Pinckney, Principal

Stephanie Burns, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	68	40
Percent satisfied with learning environment	100.0%	83.8%	87.5%
Percent satisfied with social and physical environment	97.5%	82.1%	87.5%
Percent satisfied with home-school relations	92.3%	86.8%	77.5%

*Only students at the highest elementary school grade level at this school and their parents were included.